

# **APPENDIX C**

## ***Tennessee School Improvement Planning Process (TSIPP) Component 4***

# Tennessee School Improvement Planning Process (TSIPP)

## **SIP Guide**



Tennessee Department of Education  
Commissioner Lana C. Seivers

August, 2007



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**LANA C. SEIVERS, Ed.D.**  
COMMISSIONER

July, 2007

Dear Educators:

For fifteen years, Tennessee schools have been involved in school improvement planning through use of the Tennessee School Improvement Planning Process (TSIPP). The purpose has been to assist educators in using data to prioritize performance targets for each school. I believe the TSIPP should be a “lesson plan” for schools, used much the same as good teachers use their own lesson plans... to reflect on where you’ve been, determine where you are, and decide what you need to do to accomplish your goals.

With the accountability demands of *No Child Left Behind* and other federal and state mandates, each school’s plan now serves as the accountability document for measuring adequate yearly progress (AYP). Areas of strengths and needs at the school level will assist you in designing strategies to increase student performance for all students. It is extremely important that the TSIPP be utilized as a tool for meeting individual student needs.

The Department of Education, in consultation with practitioners, has worked to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan. Due to the continuing partnership with the Southern Association of Colleges and Schools (SACS), Tennessee schools may use the one planning process for both school approval and accreditation purposes. The TSIPP is also directly aligned with the State’s Tennessee Comprehensive Systemwide Planning Process (TCSPP).

All schools on alternate year schedules for elementary and high school, with the exception of high priority schools, will submit a TSIPP by May 15 of each year to their Field Service Center Office. State identified high priority schools will submit a complete plan beginning November 1 of each year to their Field Service Center Office. The complete TSIPP process guide with Rubric is located on our state website at [tennessee.gov/education](http://tennessee.gov/education).

I appreciate and applaud those practitioners who gave their time to assist Department staff in the TSIPP development. We are committed to involving you in this process, and your comments and input are important. The TSIPP should be continuously reviewed and refined so that it addresses our mission to “help teachers teach and children learn.”

Each school year holds many challenges for educators in Tennessee and throughout the country. We have a tremendous opportunity to improve education in all our classrooms and schools and an even greater responsibility to be the kind of teacher and principal we would want for our own children.

Sincerely,

Lana C. Seivers  
Commissioner of Education

# **Tennessee School Improvement Planning Process (TSIPP)**

## **Assurances**

with Signature of Principal

I certify that \_\_\_\_\_ School has utilized the data and other requirements requested for each component. The school will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date Signed

## Overview

School improvement is a continuous process utilized in Tennessee schools to ensure that schools are meeting all students' needs. School Improvement teams are one way to begin building the professional learning communities needed to support the continuous improvement effort. These teams are charged with learning to effectively use data to determine student performance goals and to use research to identify strategies and interventions to achieve these goals. Schoolwide planning includes all constituencies involved in the school. The quest for tools to improve student learning will be sustained throughout the continuous school improvement process.

Over the past year, educators in the state of Tennessee have done work to update and streamline the TSIPP used. One of the guiding principles of our efforts was to make one plan suffice for a school. The school-level plan will incorporate the current TSIPP, SACS, and other plan requirements for NCLB. Although previously at the district level, vocational, special education, technology, and federal programs information was generally reported in a series of system-level plans, the State Department has now developed a one plan, one process approach for district level supervisors and directors of schools called the "Tennessee Comprehensive Systemwide Planning Process or TCSPP". The Tennessee School Improvement Planning Process is now aligned with the TCSPP process.

- Elementary schools will be asked to submit a TSIPP by May 15, 2008 for a state review.
- Unit, middle, and high schools will be asked to submit a TSIPP by May 15, 2009 for a state review.
- A unit school will need to submit a TSIPP which addresses both elementary, middle, and high school student performance data and needs.
- A school currently state identified as "high priority" will be required to submit a complete SIP each November to the state for review.

# **Guide for TSIPP Component 1**

## **Collaborative Process, Data Collection and Analysis/Synthesis, and School Profile Development**

### *Introduction to*

### **Component 1a - Collaborative Process, Data Collection and Analysis/Synthesis and School Profile Development**

Component 1 encourages collaboration among all constituencies involved in the school in collecting, organizing, and analyzing data for developing the school's profile. Initial and ongoing conversations need to be inclusive in involving all constituencies. Personnel should be responsible for 'getting their arms around the data' in determining performance targets which later become goals. This Component has been expanded from previous years in wrapping the collaboration/communication process into the data collection/analysis/synthesis process with the final product culminating in the School Profile being developed, thus combining previous planning Components 1 and 3.

Improvement planning research has been critical of the extended use of personnel time used in Plan development as compared to use of personnel time in the implementation of the Plan once development is completed. Component 1 has been combined with Component 3 in streamlining the collection of data with conversations about student performance and immediate school priorities which are data driven.

In this component of the school improvement planning process, there is a need to begin a conversation about the development of an accurate and succinct profile of the students and community served by your school. In order to accomplish this, information will need to be gathered and analyzed in a variety of areas. Collection and careful analysis of pertinent information is critical in determining the effectiveness of the existing programs and services. Moreover, the types of data collected for the profile can assist schools in planning and sustaining their school improvement initiatives in behalf of student learning.

The development of the school improvement plan needs to take into account the learning needs of students and the characteristics of the students, school, and community. The profile helps to ensure that the design of the school improvement plan is customized to the individual school. The school's plan should be designed to directly address the specific learning needs of the students served by the school.

The development of the profile includes four major steps: namely, the collection and management of the profile data, the analysis and synthesis of data, the communication of the data with the school's stakeholders, and the use of the data for school improvement planning. In

addition, a self-assessment tool in the form of a rubric is provided to help you evaluate progress on each of the key tasks in developing your school profile.<sup>1</sup>

The School Profile has been expanded from merely a demographic depiction of the school to a complete Profile of both academic and nonacademic analyses of the school's data. In combining Components 1 and 3, ALL relevant student performance data are discussed simultaneously and immediate priorities can be quickly established rather than waiting lockstep to move forward. Because of the long school improvement planning history, Tennessee school personnel are ready for this change in streamlining conversations around improvement.

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<sup>1</sup> Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997



## Component 1a - School Profile and Collaborative Process

### TEMPLATE 1.1: SIP Leadership Team Composition

In the School Improvement process, six committees exist: a leadership team and five subcommittees. Establish a subcommittee for each of the five components of the plan. The Leadership Team is composed of its chairperson, the chairperson from each of the subcommittees, and representatives from each relevant stakeholder group and major initiatives within the school. These stakeholders could include representatives from the following groups: teachers, administrators, non-certified personnel, community, parents, and students. In high schools, be sure to represent faculty from both the academic and the technical paths.

The **Leadership Team** provides guidance for the entire process. When you list the members of the Leadership Team, be sure to indicate who is serving as the chairperson of this team.

### TEMPLATE 1.1: SIP Leadership Team Composition

(Rubric Indicator 1.1)

<i>SIP Leadership Team Member Name</i>	<i>Leader- ship Chair? (Y/N)</i>	<i>Position</i>	<i>Name of Subcommittee(s) (when applicable)</i>

## Component 1a - School Profile and Collaborative Process

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### TEMPLATE 1.2: Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Subcommittees have the responsibility to monitor the development and implementation, as appropriate, of the respective component so that the subcommittee chair can communicate the progress to the SIP Leadership Team.

In completing the templates that name the members of the subcommittees, be sure to indicate each member's position within the school or stakeholder group. Indicate which member serves as the subcommittee chair.

After each list of the members for a subcommittee, be sure to indicate the signatures for the subcommittee chairs are on file and check the box to indicate assurance the subcommittee has met and minutes are on file.

### TEMPLATE 1.2: Subcommittee Formation and Operation

*(Rubric Indicator 1.2)*

#### *Subcommittee for COMPONENT 1 School Profile and Collaborative Process*

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>

(tab in last cell to create a new row as needed)

*Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.*

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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*Subcommittee 1 Chair Signature*

***Subcommittee for COMPONENT 2 Beliefs, Mission and Vision***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>

(tab in last cell to create a new row as needed)

*Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.*

☐ YES

☐ NO

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*Subcommittee 2 Chair Signature*

***Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>

(tab in last cell to create a new row as needed)

*Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.*

☐ YES

☐ NO

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*Subcommittee 3 Chair Signature*

***Subcommittee for COMPONENT 4 Action Plan Development***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>

(tab in last cell to create a new row as needed)

*Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.*

☐ YES

☐ NO

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*Subcommittee 4 Chair Signature*

***Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation***

<b><i>Member Name</i></b>	<b><i>Position</i></b>	<b><i>Chair</i></b>

(tab in last cell to create a new row as needed)

*Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.*

☐ YES

☐ NO

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*Subcommittee 5 Chair Signature*

## Component 1a - School Profile and Collaborative Process

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### TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

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#### TEMPLATE 1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

#### TEMPLATE 1.3.1: Data Sources (including surveys)

*(Rubric Indicator 1.3)*

Data Source	Relevant Findings

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

***(Rubric Indicator 1.3)***

[illegible]

**COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS**  
**(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)**

Quality schools show progress by changing school and classroom practices in ways that improve student achievement. These schools focus on practices that have proven most effective in advancing student achievement.

List School Improvement Team members’ names and the subcommittee or group they represent as a separate page.

- ◆ Members of the team are the stakeholders within the community. Depending on the school configuration the representatives might include, key academic teachers, career/technical teachers, administrators, guidance counselors, student, parents/guardians, community members, business partners, industry representatives, and post-secondary professors.
- ◆ Subcommittees are formed to address components and break the work into manageable units. The chair of the subcommittees would be standing members of the SIP Leadership Team.
- ◆ Collect and review student, parent or guardian, and community data
- ◆ Collect and review material and environmental data
- ◆ Survey of stakeholders
- ◆ Address the following critical domains: school characteristics, student population, parent or guardian demographics and community characteristics.

◆ **School Characteristics:**

1. Historical background
2. Facilities
3. Environmental and safety conditions
4. Grade distribution
5. Length of school year
6. Length of school day
7. Operating budget distribution equity
8. Per pupil expenditures
9. Administration, faculty, and staff demographics (race, gender, ethnicity)
10. Years of experience of faculty and administration
11. Percentage of courses taught by Highly Qualified teachers
12. Percentage of faculty and staff who hold advanced degrees
13. Percentage of faculty teaching courses outside their area of certification
14. Enrollment data
15. Curriculum offerings
16. Unique programs
17. Honors Classes
18. Advanced Placement Classes
19. IB Program/Classes
20. Dual Enrollment Classes
21. Parental support
22. Drug, alcohol, or tobacco incidents or arrests
23. School-business partnerships
24. Mobility and longevity of staff at school
25. Grant awards
26. Staff involvement in school/system leadership activities
27. High Qualified Paraprofessionals
28. Trained and qualified mentors

◆ **Student Population Data such as:**

1. Number of students



<b>COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS</b> <b>(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)</b>	
	<ol style="list-style-type: none"> <li>2. Student demographics (race, gender, ethnicity)</li> <li>3. English proficiency</li> <li>4. Free and reduced lunch rate (economically disadvantaged)</li> <li>5. Discipline referrals</li> <li>6. Retention rate</li> <li>7. Transfer rate (mobility)</li> <li>8. Drop-out rate</li> <li>9. Graduation rate</li> <li>10. Special Education Disability Types, Numbers, Percents</li> <li>11. Students attending Preschool</li> <li>12. Extracurricular activities</li> <li>13. Post graduate employment</li> <li>14. Student attitudes/perceptual data</li> </ol>
◆	<b>Parent or Guardian Demographics:</b> <ol style="list-style-type: none"> <li>1. Race</li> <li>2. Ethnicity</li> <li>3. Marital Status</li> <li>4. Level of education</li> <li>5. Employment status</li> <li>6. Income level</li> </ol>
◆	<b>Community Characteristics:</b> <ol style="list-style-type: none"> <li>1. Size of community</li> <li>2. Demographic breakdown of the populous</li> <li>3. Average income or economic level</li> <li>4. Number of private schools in the area</li> <li>5. Major employers</li> <li>6. Residents with school-age children</li> <li>7. Community involvement or participation in school activities</li> <li>8. Group homes/substance abuse centers/homeless shelters</li> </ol>

## **Component 1b – Academic and Non-Academic Data Analysis/Synthesis**

### *Introduction to*

## **Academic and Non-Academic Data Analysis/Synthesis**

Component 1 has been expanded to include all types of data collection, organization, analysis and synthesis for quick access of necessary information for collaboration and communication around what is working and not working for students in your school. It includes all kinds of data reporting, both non-academic and academic. You may also address the impact of key community events here (e.g., tornadoes, plant closings, major economic shifts).

Data are essential for planning. Effective planning assesses student needs accurately and completely.

Conduct a comprehensive needs assessment to direct attention to the most critical student achievement needs and those non-academic needs that significantly impact academic performance. A needs assessment is a cyclical process. The district's strategic plan will use your school improvement plan and the data you collected as part of the needs assessment process that it will undertake in its planning process.

The important steps in a comprehensive needs assessment are

1. Review current SIP and other relevant school-level reports and documents;
2. Identify the non-academic and academic data within the plans and reports;
3. Decide if more data are needed and, if so, make decisions about collecting those data;
4. Disaggregate data by NCLB required student subgroups;
5. Identify accountability subgroups for the school;
6. Analyze data to determine strengths and needs;
7. Prioritize and list needs.

## Component 1b – Academic and Non-Academic Data Analysis/Synthesis

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### TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

Refer to Component 1 Academic/Nonacademic Helpful Hints.

### TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures

*(Rubric Indicator 1.4)*

List Data Sources

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### TEMPLATE 1.5: Data Collection and Analysis

Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

### TEMPLATE 1.5: Data Collection and Analysis

*(Rubric Indicator 1.5)*

Describe the data collection and analysis process used in determining your strengths and needs.

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

## TEMPLATE 1.6: Report Card Data Disaggregation

## Report Card Data Disaggregation

### TEMPLATE 1.7: Narrative Synthesis of All Data

## TEMPLATE 1.7: Narrative Synthesis of All Data

## Narrative Synthesis of Data

List in priority order your goal targets. The goals for Component 4 (Action Plan) will be derived from this prioritized list of goal targets. Prioritized goals would identify the most critical areas of need and where your work would start.

*(Rubric Indicator 1.8)*

Prioritized List of Goal Targets	

<p><b>COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS</b>  <b>(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)</b></p>	
<p>Quality schools continuously improve the educational process by using student performance data to advance student learning and to recognize students who meet both curriculum and performance goals.</p> <p>In reviewing student <i>academic</i> data, consider student performance data and student expectations:</p> <ul style="list-style-type: none"> <li>◆ Focus on what students will know and be able to do.</li> <li>◆ Narrative that synthesizes the data. DO NOT make copies of TCAP reports and insert them into your plan.</li> <li>◆ Review 3-year NCE average student performance data incorporating reports to establish students current performance.</li> <li>◆ Disaggregate quantitative student performance data as appropriate to determine the academic growth of subgroups, including growth differences/gaps between the following: low to middle achievers, middle to high achievers and low to high achievers.</li> <li>◆ Examine multiple methods of assessment to analyze student performance.</li> <li>◆ Review Tennessee standards for each grade level to enable teachers to monitor student progress.</li> <li>◆ Identify student learning needs.</li> <li>◆ Identify student learning strengths.</li> </ul>	

**COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS**  
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

- ◆ Develop performance targets. This is an Essential part of your plan. Remember that the most basic requirement of the plan is that it be DATA-DRIVEN.

In your narrative synthesis of the *academic* data, here are some areas to review:

1. TCAP Results
2. Writing Assessment
3. End of Course Tests
4. SAT
5. ACT
6. Value-Added Scores
7. Criterion-referenced Exams
8. Performance-based Measures
9. Text Book Tests
10. Samples of Student Work (portfolios, project demonstrations, lab journals, service learning participation)
11. Gateways
12. Formative and Summative Assessments
13. Pre-K and early grades assessments, DIBELS, etc.
14. Career-Technical competencies, as applicable

# Guide for TSIPP Component 2

## Beliefs, Mission and Vision

### *Introduction to*

### **Component 2 – Beliefs, Common Mission and Shared Vision**

To be an effective school, you must be a community of professional learners. Effective professional learning communities must have a common mission, beliefs and shared vision. These serve to focus and guide your work. They also hold all members of the professional learning community to the same standards of expectation and serve to ensure accountability.

**Beliefs** are statements of collective underlying values and principles that guide decisions and actions. Beliefs are the school's shared values and expectations for students' future success. Beliefs address areas such as expectations and conditions for learning; instructional interactions; ways assessments are used to improve student success; the extent of supportive, positive relationships and interactions ("the way we get along"); and ways decisions are made. Belief statements indicate that the students are valued as people and as learners.

A **mission statement** expresses the school's purpose for being and existing. It conveys the uniqueness of a school, what it is doing for students, and how it is being accomplished. It guides their action, promotes accountability for the work and for how the work is to be carried out. It is reflective of the belief of the school and its stakeholders

The vision requires you to take the opportunity to focus beyond where your school currently is while you revisit your beliefs and mission –what are your collective expectations for the future. These expectations for the future become your **shared vision**. The vision provides a clear picture of the quality of the product one can expect from your organization.

Schools that have articulated the shared vision, and beliefs of their constituents, which have a clear mission statement focused on student achievement, make progress and continually improve the educational, instructional, and organizational environment. The entire faculty and **all** stakeholders need to adopt the beliefs on which your mission statement is based. Using a collaborative process is extremely important in ensuring everyone adopts these beliefs. To ensure collective ownership, collective responsibility and accountability, it is imperative that you reach consensus on what your beliefs, mission and shared vision are. Get direct input from all faculty members and from as many stakeholders as possible.

There are two critical elements that are prevalent in the beliefs, mission and shared vision of high performing schools; 1) stakeholders are keenly aware of and understand the importance of the attributes of such schools-they answer the question "what kind of work should we be engaged in-what kind of work will yield the outcomes we are seeking to generate for our students?", and 2) the beliefs, mission and shared vision are focused on student achievement-everything that we do should serve to improve student achievement.

## Component 2 – Beliefs, Common Mission and Shared Vision

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### TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

### Template 2.1: Beliefs, Common Mission and Shared Vision

*(Rubric Indicators 2.1 and 2.2)*

#### Beliefs

#### Common Mission

#### Shared Vision



**COMPONENT 2 – BELIEFS, COMMON MISSION and SHARED VISION**  
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

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**For Your Consideration:**

- State your beliefs, **mission and shared vision clearly in understandable language**, without educational jargon. Parents and community members should have as clear an understanding and ownership of the belief statements as the school faculty and administration.
- Beliefs, **mission and shared vision** statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations.

**Beliefs, common mission and shared vision** statements should:

- ◆ Reflect values and practices in the school.
- ◆ Be comprehensive, clear, and brief.
- ◆ Be easily understood by all stakeholders.
- ◆ Be supportive of articulated beliefs.
- ◆ Be reflective of consensus from all stakeholders
- ◆ Describe the purpose of school
- ◆ Be concise, memorable and clear
- ◆ Be the focal point of all goals and strategies
- ◆ Answer the question “What is our ideal future?”

**Sample belief statements:**

There is a positive correlation between learning and school attendance.

Schools are inviting, nurturing places for children.

Every child has a success experience every school day.

Schools have responsibility to help students develop in other areas, as well as academics, and must work with the parents and community to be successful.

Appropriate learning opportunities must be based on appropriate data and be research-based.

All students will be successful when policies, procedures and practices are designed to address student needs.

The ability to think creatively is necessary in a changing society.

**Sample Mission Statement:**

To provide for all students a challenging, nurturing and safe learning environment where they can learn and excel; by ensuring that the appropriate curriculum, instruction, time, and other required resources are provided.

**Sample Vision Statement:**

All students and teachers demonstrate high levels of achievement in all endeavors.

# **Guide for TSIPP Component 3**

## **Curricular, Instructional, Assessment, and Organizational Effectiveness**

### *Introduction to*

## **Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness**

### *Purpose of Analyzing Effectiveness*

This phase of the school improvement planning process calls for an in-depth analysis of the effectiveness of the school's Curricular, Instructional, Assessment, and Organizational practices supporting students' achievement of the desired results for their learning. The purpose of this analysis of the Curricular, Instructional, Assessment, and Organizational effectiveness is to identify the school's strengths and limitations and then to determine how the school can best build on its strengths and address the areas of limitation in the development of the school improvement plan. Component 4 focuses on an analysis of the quality of the work of the school in behalf of student learning.

One of the chief aims of the school improvement plan is to build and to strengthen the capacity of the school's Curricular, Instructional, Assessment, and Organizational conditions to support students' achievement of the desired results for their learning. This phase of the planning process helps the school target those areas of capacity-building that can make the greatest difference in improving student learning.<sup>2</sup>

## **Part I. Curricular Practices**

A school leader's primary responsibility is to help teachers focus. There must be clear expectations with an alignment of the school's resources. A school, like any other organization, demonstrates what it values by what it pays attention to. Schools must be attentive to meeting AYP targets and improving student learning for all students.

Schools need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

It is imperative for schools to ensure that all teachers have access to and training in the use of a standards-based curriculum that is aligned with the state mandated standards and the state assessment. Curricular practices designed to yield high achievement must be research-based

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<sup>2</sup> Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

and have a track record of success.

As you begin the analysis process, you should examine the current curricular practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Is the curriculum based on the defined Tennessee Department of Education state approved standards included in the Blueprint for Learning (SPI and TPI)?
2. Is the curriculum academically challenging for all students?
3. Are teaching strategies, learning activities, and assessments aligned to the Tennessee Department of Education state approved standards?
4. Are the support services and resources adequate to support the curriculum implementation?
5. Are curriculum offerings articulated at different grade levels to avoid redundancy and gaps in student learning?
6. Do all stakeholders have a shared vision for what students should know and be able to do at each grade level?
7. Is there a process for continuous improvement of the curriculum?
8. Is the curriculum adapted and utilized for students with disabilities?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

*(Tennessee Consolidated Planning)*

*(Tennessee Framework for Evaluation)*

To begin your analysis, please complete Template 3.1.a to identify and demonstrate the effectiveness of the curricular practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

**TEMPLATE 3.1.a: Curricular Practices**

**Template 3.1.a: Curricular Practices**

*(Rubric Indicators 3.1 and 3.2)*

<b>Current Curricular Practices</b>	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)
Evidence of Practice (State in definitive/tangible terms)							
Is the current practice research-based?							
Is it a principle & practice of high-performing schools?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice							
Next Step (changes or continuations)							

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**TEMPLATE 3.1.b: Curriculum Gap Analysis**

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

## Template 3.1.b: Curriculum Gap Analysis

<b>Curriculum Gap Analysis - Narrative Response Required</b>
<p><b>“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p><b>“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p>Equity and Adequacy:</p> <p>Are we providing equity and adequacy to all of our teachers?</p> <p>Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?</p> <p>Based on the data, are we accurately meeting the needs of all students in our school?</p>

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**TEMPLATE 3.1.c: Curricular Summary Questions**

The following summary questions are related to **curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**Template 3.1.c: Curricular Summary Questions**  
*(Rubric Indicator 3.2)***Curriculum Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**Curriculum Summary Questions- Narrative Response Required**

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

**Curriculum Summary Questions- Narrative Response Required**

How will we address our challenges?



## Part II. Instructional Practices

Highly skilled, highly effective teachers must have the capacity to determine where their students are in relation to the content standard indicators. Schools must create avenues, professional development, which promotes the following knowledge as a common phenomenon among teachers: the intent (knowledge and cognitive domains) of the content standard indicators; how to align instruction and classroom assessment with content standard indicators; what proficiency looks like and how to reach consensus as a grade level team on what defines proficiency; how to create opportunities for students to demonstrate proficiency; how to interpret student performance; how to monitor progress; how to analyze monitoring data; how to examine student work; how to identify implications for instruction based on the data and how to use data to plan interventions (Hillcrest and Main).

Thompson and Zeuli believe that professional development aimed at changing teachers' knowledge, beliefs, and practices should have the following requirements (Hillcrest and Main):

- "The creation of cognitive dissonance between teachers' current beliefs and practices and their experiences with student learning
- Sufficient time to work through the dissonance through discussion and critical thinking
- The connection of these cognitive activities to teachers' contexts of practice, for example through examining student work
- The development of a repertoire of practices consistent with teachers' new understanding about what reforms require
- Help with transferring teachers' new knowledge to the classroom through practice and peer support"

Given how critical these knowledge and skills are to improve student learning, schools must be very deliberate in their efforts to provide opportunities for induction, implementation, and monitoring of these processes for every teacher, especially where the needs are the greatest.

As you begin the analysis process, you should examine the current instructional practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are classroom instruction, learning activities, and assessments aligned to the standards based curriculum?
2. Are teachers' instructional and assessment functions integrated to support data-driven instruction and decision making?



3. Are students actively engaged in meaningful and challenging learning activities?
4. Are effective classroom management and organizational strategies employed in each classroom?
5. Does the classroom environment create a climate that supports the development of student abilities?
6. Are students highly engaged in learning activities, making contributions, asking questions, participating in discussions, and using technology to learn?
7. Are teachers ensuring student success by providing assistance beyond the regular classroom instruction?
8. Is classroom instruction designed to address the needs of students with diverse cultural and language backgrounds and different learning needs?
9. Is there an opportunity to develop high-quality teachers who exhibit in-depth knowledge of content, pedagogy and students?
10. Does the teaching and learning environment provide students with multiple opportunities to succeed?

To begin your analysis, please complete Template 3.2.a to identify and demonstrate the effectiveness of the instructional practices currently at and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

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**TEMPLATE 3.2.a: Instructional Practices****Template 3.2.a: Instructional Practices***(Rubric Indicators 3.3 and 3.4)*

<b>Current Instructional Practices</b>	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)
Evidence of Practice (State in definitive/tangible terms)							
Is the current practice research-based?							
Is it a principle & practice of high-performing schools?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice							
Next Step (changes or continuations)							

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**TEMPLATE 3.2.b: Instructional Gap Analysis**

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to instructional practices, also to be recorded in Template 3.2.b.

## Template 3.2.b: Instructional Gap Analysis

<b>Instructional Gap Analysis - Narrative Response Required</b>
<p><b>“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p><b>“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p>Equity and Adequacy:</p> <p>Are we providing equity and adequacy to all of our teachers?</p> <p>Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?</p> <p>Based on the data, are we accurately meeting the needs of all students in our school?</p>

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#### TEMPLATE 3.2.c: Instructional Summary Questions

The following summary questions are related to **instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

### Template 3.2.c: Instructional Summary Questions (*Rubric Indicator 3.4*)

<b>Instructional Summary Questions- Narrative Response Required</b>
What are our major strengths and how do we know?

<b>Instructional Summary Questions- Narrative Response Required</b>
What are our major challenges and how do we know. (These should be stated as <b>instructional</b> practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

<b>Instructional Summary Questions- Narrative Response Required</b>
How will we address our challenges?

### **Part III. Assessment Practices**

Principals and teachers need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data schools use makes all the difference. Most schools have mounds of data; determining which data are relevant is key (Hillcrest and Main).

Since new NCLB guidelines for state reporting require data be disaggregated by the eight subgroups, the schools needs formative data about where students and subgroups of students within schools are performing in relation to their attainment of the content standards assessed on the state tests (Hillcrest and Main).

High performing schools rely on state assessment data, participation rate, and other academic and non-academic indicators — which will tell them in what areas they met or failed to meet the AYP target. These accountability data are distributed by the state annually. Schools need to monitor their progress by determining where their students are in relation to the content standards on a continuous basis. Schools must have the capacity to determine whether they have in place the necessary monitoring system, a process for collaborative examinations of student work, and professional development to support teachers in understanding where their students are currently achieving. If not, the role of the school is to build the capacity to develop these tools.

Although much of the current emphasis on using assessment data began with data from high-stakes tests, schools that are the most effective users of assessment data have begun to recognize and capitalize on the power of classroom assessment results. Improved student achievement will only occur to the extent that each school develops and uses a monitoring system that is aligned with the state content standards and that yields timely and meaningful results for decision making and interventions.

As you begin the analysis process, you should examine the current assessment practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component. Are they utilized consistently from classroom to classroom? Has there been effective PD to assist teachers to learn how to develop and use assessments to inform instruction?

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are the assessments of student learning aligned with Tennessee Department of Education standards based curriculum?
2. Are appropriate assessment strategies and instruments used to obtain information about students and their ongoing progress and to make instructional decisions?

3. Do the assessment methods (such as forced-choice or open-ended items, essay questions, or performance tasks) accurately measure the desired results for student learning?
4. Does the formative and summative assessment system solicit and use information from a variety of sources about students' experiences, learning behaviors, needs, attitudes, and progress to make initial and ongoing instructional decisions.
5. Are assessments designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results?
6. Do assessment profiles serve to inform high stakes decisions such as promotion, placement in a special program or graduation?
7. Are schools and teachers engaging in a collaborative process to use data effectively to drive instruction?
8. Does the school invite central office to provide the staff development needed to ensure teachers develop the skills and knowledge needed to make data-driven instructional decisions?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

*(Tennessee Consolidated Planning)*

*(Tennessee Framework for Evaluation)*

To begin your analysis, please complete Template 3.3a to identify and demonstrate the effectiveness of the assessment practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

**TEMPLATE 3.3.a: Assessment Practices**

**Template 3.3.a: Assessment Practices**

*(Rubric Indicators 3.5 and 3.6)*

<b>Current Assessment Practices</b>	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)
Evidence of Practice (State in definitive/tangible terms)							
Is the current practice research-based?							
Is it a principle & practice of high-performing schools?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice							
Next Step (changes or continuations)							

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**TEMPLATE 3.3.b: Assessment Gap Analysis**

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” – Which is identified in your practices and – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to assessment practices, also to be recorded in Template 3.3.b.

## Template 3.3.b: Assessment Gap Analysis

<b>Assessment Gap Analysis – Narrative Response Required</b>
<p><b>“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p><b>“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p>Equity and Adequacy:</p> <p>Are we providing equity and adequacy to all of our teachers?</p> <p>Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?</p> <p>Based on the data, are we accurately meeting the needs of all students in our school?</p>



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**TEMPLATE 3.3.c: Assessment Summary Questions**

The following summary questions are related to **assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

### Template 3.3.c: Assessment Summary Questions (*Rubric Indicator 3.6*)

<b>Assessment Summary Questions- Narrative Response Required</b>
What are our major strengths and how do we know?

<b>Assessment Summary Questions- Narrative Response Required</b>
What are our major challenges and how do we know. (These should be stated as <b>assessment</b> practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

<b>Assessment Summary Questions- Narrative Response Required</b>
How will we address our challenges?

## Part IV. Organizational Practices

Weak school level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in order for academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for schools should revolve around whether or not their organizational structures support these types of research-based best practices, and if not, why not? (MacIver and Balfanz).

Do school administrators and staff schedule their schools to create a serious learning environment and to support effective instructional programs (Legters, 1998)? Do administrators organize their staff, students, and parents into a community that supports learning (Legters, in press; McPartland, Balfanz, Jordan, & Legters, 1998)? Are procedures in place to ensure that materials and supplies are provided to teachers in a timely fashion and in sufficient quantities? While this may seem like a simple matter, in the most dysfunctional schools it almost never happens. Finally, efforts should be made to overcome the social distance that separates teachers and students in many urban schools (Balfanz, in press).

High performing schools must also develop procedures for identifying organizationally weak and disorganized practices that actively create low-student performance (Balfanz, in press) and design a system of supports and oversights to ensure sustained progress.

As you begin the analysis process, you should examine the current organizational practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Do the school beliefs, mission, and shared vision define a compelling purpose and direction for the school?
2. Do the elements of your organizational processes serve to support success in all classrooms?
3. To what extent does the organization articulate and communicate high expectations for student learning to teachers and other staff members?
4. To what extent can teachers and other staff members explain in their own words the school's expectations and reflect on student learning?
5. To what extent is coherent and consistent action taken to advance the school's expectations for student learning?
6. To what extent is the school effective in building capacity to support and improve teaching and learning in each classroom.

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

*(Tennessee Consolidated Planning)*

*(Tennessee Framework for Evaluation)*

To begin your analysis, please complete Template 3.4a to identify and demonstrate the effectiveness of the organizational practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

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**TEMPLATE 3.4.a: Organizational Practices****Template 3.4.a: Organizational Practices***(Rubric Indicators 3.7 and 3.8)*

<b>Current Organizational Practices</b>	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)	<u>                    </u> (identify practice)
Evidence of Practice (State in definitive/tangible terms)							
Is the current practice research-based?							
Is it a principle & practice of high-performing schools?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness (State in terms of quantifiable improvement)							
Evidence of equitable school support for this practice							
Next Step (changes or continuations)							

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**TEMPLATE 3.4.b: Organizational Gap Analysis**

Setting priorities is one way to narrow a school's improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.4.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to organizational practices, also to be recorded in Template 3.4.b.

## Template 3.4.b: Organizational Gap Analysis

<b>Organizational Gap Analysis – Narrative Response Required</b>
<p><b>“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p><b>“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES</b> (How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)</p> <ul style="list-style-type: none"><li>• TIME</li><li>• MONEY</li><li>• PERSONNEL</li><li>• OTHER RESOURCES</li></ul> <p>Equity and Adequacy:</p> <p>Are we providing equity and adequacy to all of our teachers?</p> <p>Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?</p> <p>Based on the data, are we accurately meeting the needs of all students in our school?</p>

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**TEMPLATE 3.4.c: Organization Summary Questions**

The following summary questions are related to **organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings, regarding this area.

**Template 3.4.c: Organization Summary Questions**  
(*Rubric Indicator 3.8*)**Organization Summary Questions- Narrative Response Required**

What are our major strengths and how do we know?

**Organization Summary Questions- Narrative Response Required**

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

**Organization Summary Questions- Narrative Response Required**

How will we address our challenges?

**COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS**

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

In the process of analyzing your current practices around curriculum, instruction, assessment and organization, it is critical to complete a thorough self-assessment of each area in order to determine how you might strengthen the educational process in your school. You will note the redundancy in the questions about each area; this is purposeful.

**I. Current Practice Analysis**

As you answer the questions in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a, please consider:

- ◆ Current Curricular Practices
  1. List all of the curricular practices you are currently implementing in your school.
- ◆ Evidence of Practice (state in definitive/tangible terms)
  1. What tangible document, report, log, etc., can you show that indicates this practice is being implemented every day in every classroom. Example: Standards Based Teaching – show your curriculum standards guide that all teachers have and use.
- ◆ Is the current practice research-based?
  1. This is usually a yes or no answer.
- ◆ Is it a principal and practice of high performing schools?
  1. Compare your practices to research on what curricular practices are prevalent in high performing schools. Example: “90-90-90” schools or “High Schools that Work” or “Schools to Watch” schools.
- ◆ Has the current practice been effective or ineffective?
  1. This is usually a yes/effective or no/ineffective answer.
- ◆ What data source(s) do you have that support your answer? (identify all applicable sources)
  1. This could include data sources identified/collected and analyzed in component one that are applicable to this particular practice. Example: Standards Based Curriculum would be assessed by what? \_\_\_\_\_  
That would be your data source for that practice.
- ◆ Evidence of Effectiveness or Ineffectiveness (state in terms of quantifiable improvement)
  1. What percentage (%) of increase or decrease has been demonstrated by the data source listed above?
  2. Is there growth, decline or no detectable difference (NDD)?
  3. Scores are flat or limited changes occurred?
- ◆ Evidence of equitable school support for this practice
  1. The key word is equitable. What logs, sign-in sheets, distribution process, etc., can you use to demonstrate that all teachers in all grades received

**COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS**

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

equitable and sufficient support for their assigned students based on the students’ needs?

- ◆ Next Steps (changes or continuations)
  1. How will you change, will you change the entire practice or make adjustments, and why based on the effectiveness or ineffectiveness.
  2. This answer should correspond to the challenges identified in template 3.1.c; 3.2.c; 3.3.c and 3.4.c and will also serve to help you develop your action steps in component 4.

**II. Gap Analysis**

As you complete your Gap Analysis on Templates 3.1.b; 3.2.b; 3.3.b and 3.4.b, your focus is on continuing to identify opportunities to both celebrate and improve the work of your school as you carry out the mission and vision of your school based on your beliefs as stated in component 2.

**III. Summary Questions**

In completing Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, you will use the information from the two previous sections, practice analysis and gap analysis, to answer three major questions.

- ◆ What are our strengths and how do we know?
  1. What are the strengths of your current practices?
  2. What practices do we do well that are really having a positive impact on our students in the aggregate or you may see certain practices are really benefiting a subgroup of your students.
  3. You will answer the same two questions about curricular strengths, instructional strengths, assessment strengths and organizational strengths.
- ◆ What are our major challenges and how do we know?
  1. Likewise, what practices are not effective and from your gap analysis, what areas (time, money, personnel, other resources) are not being optimized to support student needs around your practices?
  2. Remember to take those same questions into consideration about your curricular challenges, instructional challenges, assessment challenges and organizational challenges.
- ◆ How will we address our challenges?
  1. As you identify ways to address your challenges in Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, revisit the “Next Steps” row in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a.
  2. What changes do you need to make to strengthen the curriculum, the instruction, the assessment and the school organization?
  3. Now in component 4, these needed changes become your “Action Steps” to address student learning needs identified in component 1, prioritized goal targets.



# Guide for TSIPP Component 4

## Action Plan Development

### *Introduction to*

## **Component 4 – Action Plan Development**

### **Part I. Introduction**

You have completed the first three components of the Tennessee School Improvement Planning Process (TSIPP). Your findings direct you to the development of your school's action plan. "The incorporation of the findings from the three components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)."

As you begin the process of developing your Action Plan, it is imperative that the process is collaborative; your school's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that school personnel must collaborate for the plan to be successful.

In addition to establishing goals, your school personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of school effectiveness pertaining to instructional practices and organizational procedures in Component 3. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

To assist you in your work, the following definitions are given (TCSPP).

1. **Goal** – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. **Action Steps** – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the administrator, teacher, or other responsible adult does and are written in educator terms. "The administrator, teacher, other responsible adult, etc. will..."

3. Timeline – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.
4. Person(s) Responsible – Much thought should be given to naming the person or persons, including position title, responsible for ensuring the timely and complete work schedule of each action step.
5. Projected Cost(s)/Required Resources – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school personnel must address availability of funding for conducting the action plan.
6. Funding Sources – Various revenues available for conducting the specific action steps.
7. Evaluation Strategy – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step. Describe process to be used to evaluate each action step.
8. Professional Development – Many of the action steps will require varying degrees of professional development and training. State how your school will use professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. Parent and Community Involvement – Research indicates that the support of parents, guardians, and community members is important to school improvement while parental involvement is a critical influence on the academic success of their students. Describe how your school will promote parent and community involvement.
10. Technology Plan – State how your school will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. Communication Plan – State how your school will use the communication plan to provide for effective communication between and among school personnel and all stakeholders.

## **Part II. Action Plan Development**

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 1. Templates 4.1, 4.2, and 4.3 will be used to develop the action plan. Five templates are provided labeled “Goal 1” through “Goal 5”. However, there is not a minimum or maximum requirement for the number of goals. If you identify more than five goals, simply copy one of the templates and modify the heading to reflect the goal number.

## Component 4 – Action Plan Development

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**TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)**

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

*(Rubric Indicator 4.1)*

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**TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)**

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

*(Rubric Indicator 4.2)*

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**TEMPLATE 4.3: Implementation Plan**

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

*(Rubric Indicator 4.3)*

## GOAL 1 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system’s Five-Year Plan?

**ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)**

**IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step						
Action Step						
Action Step						
Action Step						

## GOAL 2 – Action Plan Development

### Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system’s Five-Year Plan?

### ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

### IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step						
Action Step						
Action Step						
Action Step						

## GOAL 3 – Action Plan Development

**Template 4.1 – (Rubric Indicator 4.1)**

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system's Five-Year Plan?

**ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)**

**IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)**

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline

Person(s)  
Responsible

Required  
Resources

Projected Cost(s)  
& Funding  
Sources

Evaluation Strategy

Performance Results  
/ Outcomes

Action  
Step

Action  
Step

Action  
Step

Action  
Step

## GOAL 4 – Action Plan Development

### Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system’s Five-Year Plan?

### ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

### IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step						
Action Step						
Action Step						
Action Step						

## GOAL 5 – Action Plan Development

### Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system’s Five-Year Plan?

### ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

### IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

Action Step						
Action Step						
Action Step						
Action Step						



#### COMPONENT 4– ACTION PLAN DEVELOPMENT

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality Schools enjoy continuous improvement and increased student achievement because of their commitment to thoroughly analyze all pertinent data and follow an action plan that addresses the prioritized needs of the school through purposeful and planned changes in school and classroom practices.

##### Strategic Action/Results Plan

◆ **Link the action plan to:**

1. the School Board Five-Year Strategic Plan
2. the System’s systemwide planning process (TCSPP)
3. Federal Program Requirements
4. the State Board of Education Master Plan

◆ **Goals (Based on prioritized goal statements developed in Component 1)**

1. State what the student will know and be able to do (High schools must address both academic and career-technical goals).
2. Be measurable.
3. Data-driven.
4. Academic focus.
5. Be attainable within a realistic period.
6. Link each goal to the School Board Five-Year Plan/TCSPP.

◆ **Action Step/Strategy/Intervention: Identify activities that will need to take place in order to accomplish the goal. (Based on needs identified in Component 3 with a focus on curriculum, instruction, assessment and organization.)**

◆ **Timelines**

1. Establish and insert dates of periodic monitoring for informal and formal review of the action plan (i.e., 6 weeks, 3 months, semester)
2. Provide starting date and completion date for each action step.
3. Monitor and address progress within the action plan.

◆ **Required Costs/Resources**

1. Estimate cost for each activity or intervention. For example, training materials, supplies, copies, cost of consultants, release time for teachers, ...

◆ **Staff/Personnel/Person Responsible**

1. Identify who is responsible for ensuring the completion of each activity.
2. Do not use term “faculty” or “administration.”
3. Examples include a person, school improvement leadership team, grade chair, etc.

◆ **Professional Development**

1. Include professional development activities within the action steps for each goal.
2. A common mistake has been to write a general professional development paragraph that is not inextricably linked to the goals delineated in the plan.

◆ **Parent and Community Involvement**

1. Include parent and community involvement activities within the action steps for each goal.

<b>COMPONENT 4– ACTION PLAN DEVELOPMENT</b> <b>(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)</b>	
<ol style="list-style-type: none"> <li>2. Involve a parent (not employed by the district) and/or a community leader in the development of your plan.</li> <li>3. Identify the person in your plan.</li> <li>4. Recommend that you list names of persons involved in the development of your plan and the group they represent.</li> </ol>	
<b>◆ Means of Evaluation</b>	
<ol style="list-style-type: none"> <li>1. Include a monitoring activity for each action step.</li> <li>2. Identify how you will know if each action step has been successful.</li> <li>3. Identify the student behaviors or performance that will indicate the success of an action step.</li> <li>4. A common mistake is to list documents.</li> </ol>	
<b>◆ Technology</b>	
<ol style="list-style-type: none"> <li>1. Include technology activities within the action steps for each goal.</li> </ol>	
<b>◆ Communication</b>	
<ol style="list-style-type: none"> <li>1. Include communication activities within the action steps for each goal.</li> </ol>	
<b>◆ Funding Sources</b>	
<ol style="list-style-type: none"> <li>1. Identify the various revenues available for conducting the specific action steps.</li> <li>2. List the identified funding sources.</li> </ol>	

# Guide for TSIPP Component 5

## The School Improvement Plan and Process Evaluation

### *Introduction to*

## **Component 5 – The School Improvement Plan and Process Evaluation**

The Tennessee School Improvement Planning Process (TSIPP) is scientifically researched based and designed to be a continuous improvement planning process for use in all Tennessee schools. Careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process is not to simply develop a plan but to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school.<sup>3</sup>

The purpose of the process is to positively impact student achievement by thorough evaluation of the current state of the school's SIP, its implementation, and continued attention to all its components.

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### **TEMPLATE 5.1: Process Evaluation**

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop the school improvement plan.

### **TEMPLATE 5.1: Process Evaluation**

#### *(Rubric Indicator 5.1)*

<b>Evidence of Collaborative Process – Narrative response required</b>
What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

<b>Evidence of Alignment of Data and Goals – Narrative response required</b>
What evidence do we have that proves alignment between our data and our goals?

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<sup>3</sup>Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

**Evidence of Communication with All Stakeholders – Narrative response required**

What evidence do we have of our communication of the TSIPP to all stakeholders?

**Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required**

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

**Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required**

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

**Suggestions for the Process – Narrative response required**

What suggestions do we have for improving our planning process?

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**TEMPLATE 5.2: Implementation Evaluation**

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

**TEMPLATE 5.2: Implementation Evaluation**

*(Rubric Indicator 5.2)*

**Evidence of Implementation – Narrative response required**

What is our plan to begin implementation of the action steps?

**Evidence of the Use of Data – Narrative response required**

What is the plan for the use of data?

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**TEMPLATE 5.3: Monitoring and Adjusting Evaluation**

The following summary questions are related to **TSIPP Monitoring and Adjusting**. They are designed as a culminating activity for the school to plan the monitoring process that will ensure that the school improvement plan leads to effectively supporting and building capacity for improved student achievement for all students.

**TEMPLATE 5.3: Monitoring and Adjusting Evaluation**

*(Rubric Indicator 5.3)*

**Evidence of Monitoring Dates – Narrative response required**

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

**Evidence of a Process for Monitoring Plan – Narrative response required**

What will be the process that the School Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

**Evidence of a Process for Adjusting Plan – Narrative response required**

What will be the process that the School Leadership Team will use for adjusting our plan (person(s) responsible, timeline, actions steps, resources, evaluation strategies) when needed?

**Evidence of a Plan for Communicating to All Stakeholders – Narrative response required**

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?